

OCM BOCES  
Race To The Top  
Network Team

Growth-Producing  
Conversations: *Cognitive  
Coaching<sup>SM</sup> and the APPR*

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# THE PLANNING CONVERSATION

## MAP AND TOOLS

### Map

*Coach mediates by having the planner:*

- Clarify **goals**
- Specify **success indicators** and a plan for collecting **evidence**
- Anticipate **approaches, strategies, decisions,** and how to monitor them
- Establish **personal learning focus** and processes for **self-assessment**
- Reflect on the **coaching process** and explore **refinements**

### Tools

*Use the following coaching tools:*

**Pause** to allow you and your partner time to think.

**Paraphrase** from time to time; summarize your partner's thoughts by saying, "So . . ."

**Pose questions to specify thinking** by asking, for example, "Specifically, what might you mean when you say . . . ?"

**Pay close attention** to your partner; attend with your mind and your body.

## **Why Use Cognitive Coaching<sup>SM</sup> to Support Professional Performance Review?**

Michael Dolcemascolo, Doreen Miori-Merola, & Jane Ellison, 2012

As school districts across the United States complete new professional performance review protocols, the next phase of the work is to successfully implement the plans that have taken so much effort to create. The maps and tools of Cognitive Coaching<sup>SM</sup>, particularly the Calibrating Conversation Map, offer the skill set needed for administrators, supervisors, mentors, coaches, and teachers who are supporting this implementation.

Cognitive Coaching<sup>SM</sup> is particularly appropriate for this application for five reasons. Cognitive Coaching<sup>SM</sup> is:

- 1) Procedural knowledge, in addition to declarative knowledge;
- 2) Focused on thinking rather than on behavior;
- 3) Research-based and congruent with current neuroscience;
- 4) A growth model;
- 5) Trust-based.

### **1) Procedural knowledge, rather than declarative knowledge**

Cognitive Coaching<sup>SM</sup> offers the "how to" of using professional standards instruments, rather than focusing on the "what" of the instrument itself. Cauley (1986), in *Studying Knowledge Acquisition: Distinctions among Procedural, Conceptual and Logical Knowledge*, wrote that procedural knowledge can be the "task specific rules, skills, actions, and sequences of actions employed to reach goals."

Marzano (2007) explains that procedural knowledge is oriented toward skills, strategies, or processes, while declarative knowledge is informational in nature. Procedural knowledge is the knowing that is utilized and demonstrated in the accomplishment of a task, and it may be difficult for an individual to explain or articulate the "how" of the process; it may be a "non-conscious knowing." When fully developed, procedural knowledge can be performed at a level of automaticity, executing the process without consciously thinking about the parts of the process. "For procedural knowledge to develop," Marzano asserts, "it must be practiced" (p. 61).

Lynn Sawyer (2003), certified as both a Charlotte Danielson and Cognitive Coaching<sup>SM</sup> trainer, wrote that *A Framework for Teaching* and other such instruments act as "scaffolding upon which educators can build common understanding of high performance and excellence in the art and craft of teaching.... Having clearly stated teacher performance standards provides an external instrument with which to calibrate...perceptions, thought processes, and teaching decisions"(p. 153). She explained that "Cognitive Coaching<sup>SM</sup> enhances the *what* of teaching as described in *A Framework [for Teaching]* by providing a model for examining the *how* of teaching through professional dialogue" (p. 154).

“*[Performance criteria]* without coaching,” Sawyer concluded, “could put the cognitively complex craft of teaching into an archaic, behavioristic model. With coaching, teaching becomes artifacts of internal mental processes, rather than a set of behaviors or skills” (p.155).

For example, a teacher may be able to articulate elements such as proximity, teacher and student body language, politeness, and active listening that can “create an environment of respect and rapport” in the classroom as Danielson (2011) stated in item 2a of *A Framework for Teaching* (p. 18). However *knowing* those elements is one thing, and having the *know-how* of implementing those elements is something entirely different. A coach who supports the teacher’s thinking by accessing internal resources such as consciousness, craftsmanship, and flexibility can help the teacher become more conscious and self-directed in activating the elements of rapport and trust building in the classroom.

Similarly, *Educational Leadership Policy Standards: ISLLC 2008* organized the functions that help define strong school leadership under six standards that represent the global, high-priority areas that effective educational leaders must address. These six standards call for

- setting a widely shared vision for learning;
- developing a school culture and instructional program conducive to student learning and staff professional growth;
- ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
- collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- acting with integrity, fairness, and in an ethical manner;
- and understanding, responding to, and influencing the political, social, legal, and cultural contexts.

School leaders need to have the procedural knowledge to execute strategies that will make these things happen in their schools.

Jose Maria Garcia-Garduno (2011) in his article, “Beginning Elementary Principals Around the World” reports that all principals, but especially novice principals, are stressed with the increased demands, new initiatives, and loneliness of their jobs. His study shows that many principals appear to feel unprepared for their jobs in the “hot seats.” Additionally, principals need coaching and support, and only as they gain tacit and procedural knowledge or “on-the-job-training” do they gain confidence (p. 105).

Rather than throwing teachers or principals “into the deep end” and crossing one’s fingers that they will somehow stay afloat on their own, one implication of understanding procedural knowledge is that first they are taught how to swim, and that they are coached as they practice.

Cognitive Coaching<sup>SM</sup> training focuses on the procedural skills of the coach--not just what he/she knows, but also what he/she can do.

## **2) Focused on thinking, rather than on behavior**

“The mission of Cognitive Coaching<sup>SM</sup> is to produce self-directed persons with the *cognitive capacity* for high performance both independently and as members of community” (Costa & Garmston, 2002, p.16).

According to Ellison and Hayes (2006), the phrase *cognitive capacity* differentiates Cognitive Coaching<sup>SM</sup> from other models of coaching or supervision. The unique goal of this work is to develop an individual’s ability to engage in higher level thinking, such as evaluating, analyzing, and inferring (p. 33).

This focus aligns with the original intention of Morris Cogan in creating the *clinical supervision model* in the 1970’s: “The development of a professionally responsible teacher who is analytical of his own performance, open to help from others, and self-directing” (Cogan, 1973). To that end, Cognitive Coaching<sup>SM</sup> is about self-directed learning guided by skillful application of tools for planning, reflecting, and problem-resolving, which develop internal resources.

Pink, (2009), maintains that external rewards or punishments, what he refers to as Motivation 2.0-- “the carrot and the stick”-- do not work for complex, creative tasks like they did for what Pink calls “rule-based routine tasks” (p. 206). Instead, the needs to be self-directed, to serve a greater good, and to continually improve are the most powerful motivators. Pink advocates abandoning the belief that if something is rewarded, the behavior increases, and that punishment can alter or extinguish unwanted behavior. Instead, mastery, autonomy, and purpose are intrinsic motivators. Mastery is defined as our urge to get better at what we do. Autonomy is the need to direct our own lives, and purpose is the need to do something that matters.

This approach represents a major shift from top down models that seek to “install” behaviors in others. As one business manager who participated in Cognitive Coaching<sup>SM</sup> training expressed it, “Tell them what and how they should go about it”, and that will more likely “create compliant resistance than the open embracing of change” (Dyer, p. 89). Rather than this directive coming from an expert/boss, Cognitive Coaching<sup>SM</sup> offers the alternative of a constructivist approach, in which one’s own thinking and understanding informs one’s behavior. Renate and Jeffrey Caine (1997), who link discoveries in the neurosciences with educational practice, offer this reflection:

Perhaps the most significant thing we have confirmed for ourselves is that, although actions are important, the thinking that influences and shapes what we do is far more critical. Changing our thinking is the first thing we have to do both individually and collectively, because without that change

we cannot possibly change what we really do on a day-to-day basis. Regardless of what new “method” or latest technique is attempted, the mind/brain will always choose to reduce such practices to fit entrenched assumptions and beliefs. To really restructure anything means to restructure our thinking and shift deep connections to our psyche (p. vi).

The coach/supervisor’s role, then, is to *mediate* that thinking, to be an intermediary between a thinker and the things the person being coached is planning or reflecting upon, not to try and change a person’s behaviors. Far more important than simply telling people what to do, developing rapport, listening, and questioning skills are efficient and effective tools of mediating thinking.

As stated earlier, the mission of Cognitive Coaching<sup>SM</sup> is producing self-directed persons who are self-managing, self-monitoring, and self-modifying. According to Costa and Kallick (2004), self-directed people can:

- clarify outcomes and gather relevant data;
- think flexibly;
- develop alternative strategies;
- draw on past knowledge;
- think about their thinking;
- persevere in generating alternative action plans;
- know how and where to turn when perplexed;
- reflect on experience and evaluate,
- analyze and construct meaning;
- are open to continuous learning;
- readily admit they have more to learn;
- and *can change self* (pp.51-57).

Cognitive Coaching<sup>SM</sup> focuses on mediating the thinking of individuals so that they can clarify, validate, or modify their own behaviors, thus becoming self-directed.

### **3) Research-based and congruent with neuroscience**

Numerous studies have investigated the impact of Cognitive Coaching<sup>SM</sup> since it was first developed in 1984, making it one of the most researched models of coaching in education. A clearinghouse of these studies is maintained by Dr. Jenny Edwards. Her *Cognitive Coaching<sup>SM</sup>: A Synthesis of the Research* (2012) includes benefits of Cognitive Coaching<sup>SM</sup> such as improved student test scores, and other benefits for students; growth in teacher efficacy, increased teacher reflection; and development of more professional school cultures.

Relevant research is being conducted by Dr. Richard Boyatzis (Kropko, 2010), distinguished university professor, and professor of organizational behavior, cognitive science and psychology at Case Western Reserve University. Dr. Boyatzis has used fMRI to track the diametrically opposed reactions in the human brain to compassionate and critical coaching methods. If the individual

being coached focuses on options, goals, and desired states—hallmarks of the Cognitive Coaching<sup>SM</sup> model—instead of weaknesses, shortcomings, or criticizing, positive areas in the brain light up and stay lit for five to seven days.

“We’re trying to activate the parts of the brain that would lead a person to consider possibilities,” said Boyatzis. The research shows that the brain is open to learning and to change, but the brain perceives the intentions of the coach and builds on Intentional Change Theory. “We believe that [positive coaching] would lead to more learning. By considering these possibilities we facilitate learning.”

Boyatzis maintained that coaches should strive to activate “Positive Emotional Attractors”(PEA), which arouse neuroendocrine systems that stimulate better cognitive functioning and increased perceptual accuracy and openness in the person being coached, taught, or advised.” Even more importantly, the research showed that by “trying to fix a person,” or by pointing out shortcomings in the person being coached, the brain sends out messages to defend itself from the perceived attack. People start to shut down and resist change.

Research is emerging in the neurosciences that has retrospectively supported the fundamental principles and approach of Cognitive Coaching<sup>SM</sup>. Rock (2009), offers such support. He asked us to imagine “what it is like when you interact with someone who makes you notice what’s good about yourself, who is clear with his expectations, who lets you make decisions, who connects with you on a human level, and who treats you fairly (pp. 196-197).”

By understanding the structures and functions of the brain, a coach’s impact on thinking is enhanced. Basic organizing principles of the brain are the need to minimize danger which creates the “away responses” of anxiety, sadness, and fear, and maximize rewards that create “toward responses” of curiosity, happiness, and contentment. David Rock developed an acronym, S.C.A.R.F., which assists in remembering and understanding the critical social needs of the human brain. The social needs of S.C.A.R.F. are *Status*, *Certainty*, *Autonomy*, *Relatedness* and *Fairness*:

- An individual seeks **status** in an organization. In an evaluation system where feedback includes answers and solutions, the evaluator’s status is raised. Instead, finding each individual’s own solutions increases the personal sense of status.
- We are hardwired for **certainty**. Many people find personal or institutional change to be extremely difficult and stressful, and certainly the implementation of a new evaluation system with high visibility and high stakes is radical change.
- The need for **autonomy** is strong. Autonomy is the need to feel in control of one’s life and to have choices, so it is imperative that people have choices for self-improvement and self-direction.
- Another strong need is to feel connected to others and to collaborate, for example in professional learning communities. **Relatedness** is supported by the mirror neurons in the brain that allow us to feel empathy for others.



- Finally, humans have a strong sense of ***fairness***, and it is as critical to well-being as food and shelter. When a sense of fairness is present, there is an increase in positive brain activity in the prefrontal cortex.

Under stress, these S.C.A.R.F. needs can cause a shift from the higher-level prefrontal cortex functions of understanding, deciding, recalling, memorizing, and inhibiting, to a reflexive fight or flight response in the limbic system.

Cognitive Coaching<sup>SM</sup> addresses the needs of S.C.A.R.F., and has been shown to produce positive outcomes for students, as measured in test scores, and in adults, as measured in efficacy and professionalism.

#### **4) Growth, rather than deficit model**

Cognitive Coaches presuppose that people are not broken, and do not need to be fixed. They hold the positive presuppositions that people are essentially good, that they think, and that they act with positive intentions, as coaches support their growth.

According to Dweck (2006), when people have a “growth mind-set” they believe that intelligence can be developed through education and hard work; that slipups are based on lack of effort and can be remedied; and that challenges are energizing.

On the other hand, when people have a “fixed mind-set” they believe that intelligence is a fixed trait, and that human beings are powerless to change. Having to work hard means a person is dumb, and challenges just make mistakes more likely, causing a person to look less smart.

Dweck suggested that the “fixed” mind-set can be recognized when someone says that “I feel smart when I don’t make mistakes,” or “When I finish something first and it’s perfect,” or “When something is easy for me, but others can’t do it.” People with a “growth” mind-set might say that they feel smart “When it’s really hard, and I try really hard and I can do something I couldn’t do before.”

Dweck followed two groups of students of similar academic standing transitioning to junior high school for two years. The “fixed” mind-set students showed an immediate drop off in grades and did worse over the two years. The “growth” mind-set students showed an increase in their grades over the two years.

Dweck offered another study, in which those praised for intelligence became discouraged when given hard problems. Their performance declined, even on easier problems. Those praised for effort showed greater persistence, and their performance improved.

In still another study, researchers found that managers who had a fixed mind-set were less likely to seek or welcome feedback from their employees than were managers with a growth mind-set, who saw themselves as works-in-progress. After supervisors learned more about the value and principles of a growth mind-set, they became more willing to coach their employees.

Cognitive Coaches presume positive intentions, and hold that humans continue to grow cognitively. Their growth mindset results in generative professional conversations.

## 5) Trust-based

Trust is the glue that binds community members to one another (Garmston & Wellman, 2009, p. 17). Tschannen-Moran (2004) defined trust as “the willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent” (p. 17).

This is equally true for teacher communities, classroom communities, and parent communities. When all three parties hold the expectations for their relationships, and these expectations are grounded in shared goals and values, trust is a powerful resource for learning.

Bryk and Schneider (2002) in their seminal work in Chicago schools, named four criteria for discernment of relational trust:

- respect
- competence
- personal regard for others
- integrity

*Respect* comes in the form of basic civility and a willingness to listen deeply to what each person has to say. Parents, students, and teachers need opportunities to talk with and influence each other and to believe that they can positively affect educational outcomes.

*Competence* is the sense that each party has the ability to carry out its appropriate roles and produce desired outcomes. This applies to both academic results and teacher-student relationships. When incompetence goes unchecked, it erodes trust and undermines shared efforts toward improving learning.

*Personal regard for others* deepens relational trust. We are a social species, wired for relationships and reciprocity. Mutual support and mutual caring fuel these associations. Extending ourselves to and for others is like making a deposit in the trust account; the interest in this account compounds with each deposit.

*Integrity* is the congruence between saying and doing. In trusting relationships, this means we believe that a sense of morality and ethics is operating in others and in the ways we are relating. Following through with agreements and commitments is a key aspect of integrity.

What is the result of having these four elements of trust present? Bryk and Schneider (2002) concluded “...schools performing in the top quartile on standardized tests were more often schools with high levels of trust than those performing in the bottom quartile” (p. 111). They also examined the 100 schools that had made the greatest and least annual gains on standardized tests and matched those results against survey data on trusting relationships.

They found that schools reporting strong trust links in 1994 were three times more likely to report eventual improvements in reading and mathematics scores than those where trust levels were low. By 1997, schools with high levels of trust

had a one in two chance of being in the "improving" category, compared with lower-trust schools, which had only a one in seven chance.

Schools that reported low levels of trust both in 1994 and 1997 had "virtually no chance of showing improvement in either reading or mathematics," Bryk and Schneider concluded.

Cognitive Coaching<sup>SM</sup> is built on a foundation of trust, and Cognitive Coaches seek to build trust over time.

In response to the question, "Why use Cognitive Coaching<sup>SM</sup> to support professional performance review?" the answers are clear: Cognitive Coaching<sup>SM</sup> provides the procedural "how to" focus on thinking rather than behavior. This research-based growth model is congruent with current neuroscience and grounded in the solid foundation of trust.

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# TRUST IN SCHOOLS

Bryk, A., & Schneider, B. (2004). *Trust in schools: A core resource for improvement*. New York, NY: Russell Sage Foundation.

## THREE TYPES OF SOCIAL TRUST

- Organic
- Contractual
- Relational

## CRITERIA FOR DISCERNMENT

- Respect
- Competence
- Personal regard for others
- Integrity

## RELATIONAL TRUST

- An intermediate case between the exchanges of contractual trust and the unquestioning beliefs of organic trust
- Founded on both beliefs and observed behavior
- Requires expectations to be regularly validated by actions
- Uses criteria for drawing judgments about others expand to include:
  - behavior of others
  - how people feel about interactions
  - beliefs about the underlying intentions that motivate behaviors

## ROLE SET RELATIONS: OBLIGATIONS, EXPECTATIONS, DEPENDENCE, VULNERABILITY

- School Professional-Parent Relations
- Teacher-Principal Relations
- Teacher-Teacher Relations
- Teacher-Student Relations

# TRUST MATTERS

Tschannen-Moran, M. (2004). *Trust matters*. San Francisco, CA: Jossey-Bass.

<b>FACETS OF TRUST (p. 34)</b>	
<b>Benevolence</b>	Caring, extending good will, having positive intentions, supporting teachers, expressing appreciation for staff efforts, being fair, guarding confidential information
<b>Honesty</b>	Having integrity, telling the truth, keeping promises, honoring agreements, having authenticity, accepting responsibility, avoiding manipulation, being real, being true to oneself
<b>Openness</b>	Engaging in open communication, sharing important information, delegating, sharing decision making, sharing power
<b>Reliability</b>	Having consistency, being dependable, demonstrating commitment, having dedication, being diligent
<b>Competence</b>	Setting an example, engaging in problem solving, fostering conflict resolution, working hard, pressing for results, setting standards, buffering teachers, handling difficult situations, being flexible

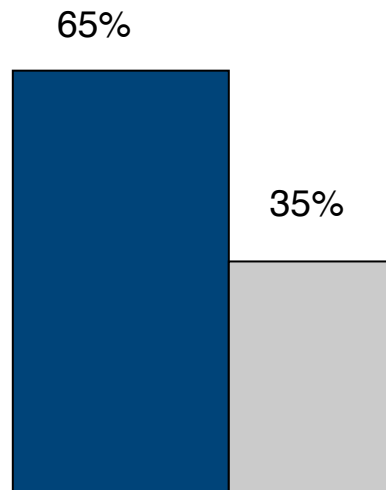
<b>TRUSTWORTHY SCHOOL LEADERSHIP (pp. 175-184)</b>	
Visioning Modeling Coaching	Managing Mediating

<b>REPAIRING BROKEN TRUST: FOUR A's OF ABSOLUTION (pp. 155-160)</b>	
Admit It	Ask Forgiveness
Apologize	Amend Your Ways

<b>KEY POINTS ABOUT TEACHERS TRUSTING ONE ANOTHER (pp. 133-134)</b>
<ul style="list-style-type: none"> <li>• The principal sets the tone.</li> <li>• Trust is facilitated by a school culture that emphasizes cooperation and caring</li> <li>• Teachers trust each other as friends or based on overall contribution to the school, rather than because of colleagues' professional competence.</li> <li>• The effects of betrayal can be lasting and detrimental.</li> <li>• A high level of trust increases the likelihood of teachers benefiting from collaboration.</li> <li>• Efficacy is more likely in schools with greater trust among teacher colleagues.</li> <li>• With trust, it is more likely that the school will function as a professional learning community</li> </ul>

# COMMUNICATING MEANING

Proportion of meaning inferred from nonverbal and verbal components



Nonverbal Components	Verbal Components
posture	pitch
gesture	volume
proximity	inflection
muscle tension	pace
facial expression	words

Burgoon, J. K., Buller, D. B., & Woodall, W.G. (1989). *Nonverbal communication: The unspoken dialogue*. New York, NY: Harper and Row.

# RAPPORT

## MIRROR NEURONS

- Were discovered and named in 1996 by Rizzolatti, Gallese, Fogassi at the University of Parma, Italy
- Are brain cells that fire when we perform an action and when we watch someone else perform that action
- Explain how we learn social skills and cultural behaviors
- Make our brains sociable, which is our hard-wiring for brain-to-brain linkup

Goleman, D. (2006). *Social Intelligence*. New York, NY: Bantam Books.  
Iacoboni, M. (2008). *Mirroring people*. New York, NY: Farrar, Straus and Giroux.

## ELEMENTS OF RAPPORT:

- Posture
- Gesture
- Tonality
- Language
- Breathing



## WHEN TO CONSCIOUSLY APPLY RAPPORT:

- When I anticipate tension or anxiety in another
- When tension or anxiety emerges during a conversation
- When I can't understand another person or when I'm having difficulty paying attention to another






## PRINCIPLES OF PARAPHRASING

- Attend fully.
- Listen with the intention to understand.
- Capture the *essence* of the message.
- Reflect the *essence* of voice tone and gestures.
- Make the paraphrase shorter than the original statement.
- Paraphrase before asking a question.
- Use the pronoun “you,” instead of “I.”




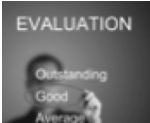
# PARAPHRASING

**Paraphrase:** From the Greek: *para*, beyond + *phrazein*, to tell = to tell beyond.  
*Webster's:* "A rewording of the thought or meaning expressed in something that has been said or written."

TWO ARENAS	THREE MESSAGES
<ul style="list-style-type: none"> <li>• Emotion</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• I am listening</li> <li>• I am interested/I care</li> <li>• I understand you (or am trying to)</li> </ul>

THREE LEVELS		
ACKNOWLEDGE AND CLARIFY	SUMMARIZE AND ORGANIZE	SHIFT LEVEL OF ABSTRACTION
<p>You're thinking that . . .</p> <p>So, you're wondering if . . .</p> <p>You're frustrated because . . .</p> <p>You're hoping that . . .</p> <p>You're concerned about . . .</p>	<p>So, there are three issues.</p> <p>So, you have closure on _____, and you're ready to move on to _____.</p> <p>First you're going to _____, then you will _____.</p> <p>On the one hand . . . , and on the other hand . . .</p>	<p><b>UP:</b> values, beliefs, identity, assumptions, goals, concept label</p> <p>So it's important to you that. . .            So, a belief you hold is . . .            So, you're a person who . . . . .            An assumption you're operating from is . . .            A goal for you is . . .            So you're struggling with differentiation.</p> <p><b>DOWN:</b> example and non-example</p> <p>So an example of what you're talking about is . . .</p> <p>So this is not about . . .</p>
		

## FOUR SUPPORT FUNCTIONS

SUPPORT FUNCTION	INTENTION	PURPOSE	SOURCE OF CRITERIA FOR JUDGMENT
<b>Cognitive Coaching<sup>SM</sup></b> 	Transform the effectiveness of decision-making, mental models, thoughts, and perceptions; habituate reflection.	Enhance and habituate self-directed learning: self-managing, self-monitoring, self-modifying.	The teacher
<b>Collaborating</b> 	Form ideas, approaches, solutions, and focus for inquiry.	Solve instructional problems; apply and test shared ideas; learn together.	The teacher and colleague
<b>Consulting</b> 	Inform regarding student needs, pedagogy, curriculum, policies, procedures; provide technical assistance and teaching standards.	Increase pedagogical and content knowledge and skills; institutionalize accepted practices and policies.	The consultant
<b>Evaluating</b> 	Conform to a set of standards and criteria adopted by the organization.	Judge and rate performance according to understood externally produced standards.	The evaluator in reference to established standards

## FOUR SUPPORT FUNCTIONS

Cognitive Coaching<sup>SM</sup> is the most effective way to support a person in becoming self-directed. We use the term “coaching” to designate how we interact in a non-judgmental, neutral way to support the thinking of another person. The Cognitive Coach uses maps and tools to mediate thinking, that is to intervene between the person and his/her thinking. This supports a person in becoming self-directed, allowing the person to make choices about the direction s/he wants to go.

It is important to make Cognitive Coaching<sup>SM</sup> the default support function. When beginning with coaching, the coach learns what other support function might be necessary and gains information about what s/he might say when navigating to a different support function. For example, when someone asks for ideas about how to do something, if the coach goes into consulting by saying, “Well, how about . . .,” s/he

misses the opportunity to determine how resourceful the person might be. If the coach instead responds by saying, “So you’re not sure how you want to . . . ; what might be some of the things you’ve considered?” it allows the person being coached to think for him/herself first. If the person being coached has no ideas, then the coach can move into consulting, knowing that the “well is dry.” If, however, the person being coached responds with some ideas, the coach will have more information to inform choices about how best to support the person.

When a Cognitive Coach chooses another support function, s/he does so because the person being coached needs another type of support. It is important that the Cognitive

Coach signals his/her intention to change support functions and makes it clear to the person being coached which support function the coach is using. It is also key that the support focuses on self-directedness, even when the support function is not Cognitive Coaching<sup>SM</sup>; however, Cognitive Coaching<sup>SM</sup> is not always the most appropriate support to offer another person. There are three other ways in which one might provide support:

collaborating, consulting, and evaluating. They are referred to as support functions, because regardless of one's title (e.g., mentor, consultant, peer assistant, teacher, instructional coach, supervisor, evaluator), support can be offered to another person in any of these four ways.

### **Collaborating**

Collaborating is the support function one chooses when two people interact in a balanced way, a sort of co-coaching. The word *collaborate* comes from co-labor, meaning working together. Collaboration occurs when all those involved are working as equals, regardless of title or position, to achieve a common goal. Collaborating might be used when co-planning a project or meeting, co-brainstorming ideas, and working together on a case study. When collaborating, the Cognitive Coach needs to be sure that the interaction is balanced and each person is contributing ideas.

### **Consulting**

The support function of consulting is used when a person needs expertise that the Cognitive Coach has. The Cognitive Coach signals his/her intention to consult both verbally and nonverbally, and chooses a strategy that will allow him/her to step out of coaching, engage in consulting, then return to coaching. The Cognitive Coach offers expertise to “prime the pump” with the intention to return to the support function of Cognitive Coaching<sup>SM</sup>.

### **Evaluating**

The support function of evaluating is used when the Cognitive Coach is both coach and evaluator. The evaluator uses a set of standards to assess performance because that is part of his/her job responsibilities. In most cases, the evaluation process is dictated by the organization. Research indicates that certain conditions need to be in place for the same person to both coach and evaluate. Glickman (1985) found that three

conditions need to be present: trust, differentiated behaviors, and knowledge of which one is happening when.

## **Why Coaching before Consulting**

Many publications describe “coaching” as what Cognitive Coaches would call “consulting” (i.e., providing a person with expertise and strategies as opposed to mediating thinking to increase resourcefulness and self-directedness).

Interestingly, the word “answer” is derived from the French for swearing to something as true. When we give answers, it as if we are providing a truth of which we are certain. What might be some possible reasons for a preference for consulting over coaching? Here are a few:

- it is fast and allows us both to move on and provides closure.
- It makes the consultant feel like s/he is being helpful.
- It satisfies the person’s request.
- It builds the consultant’s credibility.
- My title causes people to expect me to offer suggestions.

What might be some advantages of using Cognitive Coaching<sup>SM</sup> as a default support function?

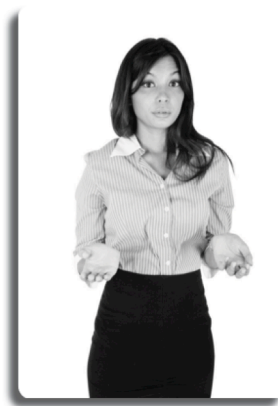
- The person feels rewarded by finding his/her own way.
- The person develops more self-directedness in his/her life.
- The person develops capacity in all of the States of Mind.
- The person internalizes the identity of a thoughtful, reflective practitioner.
- The person learns how questions and inquiry serve the processes of planning,  
reflecting, and problem-resolving.
- The person becomes less dependent on the coach for assistance.
- The person experiences an insight.

A conscious leader invites thinking rather than reacting with quick actions and answers; otherwise, today’s solutions become tomorrow’s problems.

## POSING QUESTIONS

When posing questions, a coach wants to engage and transform the thinking of a person by asking meditative questions. Meditative questions are designed to stimulate thinking, not action. We trust that as a self-directed person, the coachee will make decisions about action, based on the thinking stimulated by the meditative questions. For example, instead of asking, “What might be some strategies you’re going to use?” we would ask, “What might be some strategies you’re considering?”

A coach poses questions as part of the essential coaching pattern of pausing, paraphrasing, pausing, posing questions. With each pause, the coach takes time to craft a paraphrase. At the point when the coachee signs off on a paraphrase (e.g., “Yes!” “Exactly!”), the coach crafts a question to stimulate the thinking of the coachee. The question is usually determined by where the coach is in the conversation structure and/or which State of Mind s/he wants to target in order to support the coachee in being more resourceful.



# THREE CHARACTERISTICS OF MEDIATIVE QUESTIONS

Mediative questions have three characteristics that make them powerful: they

- 1) are invitational;
- 2) engage specific cognitive operations;
- 3) are intentional.

## 1. Invitational

- **approachable voice**



- **plural forms**

"What are reasons for . . .?"

"What strategies are you . . . ?"

- **tentative language**

"What might be your thoughts about . . . ?"

"What are some of the possibilities . . .?"

"What are your hunches about . . . ?"

- **positive presuppositions**

"As you examine the data, what are some of the similarities and differences that are emerging?"

"What might be your indicators that you are successful?"

- **open-ended**

Begin your question with an interrogative, not a verb.

"What is your thinking about . . . ?" vs. "Have you thought about . . . ?"



## 2. Engage specific cognitive operations

### **Three-Story Intellect (Costa & Kallick, 2008, pp. 138-143)**

Input-recall, define, describe, identify, name, list

Process-compare, infer, analyze, sequence, synthesize, summarize

Output-predict, evaluate, speculate, imagine, envision, hypothesize

### **Bloom's Taxonomy of the Cognitive Domain (Bloom, 1956)**

know, comprehend, apply, analyze, synthesize, evaluate

### **Levels of Processing (Marzano, 2001)**

knowledge retrieval, comprehension, analysis, knowledge utilization,

metacognition, self-system thinking

### **Depth of Knowledge (Webb, 2005).**

Level One – Recall

Level Two – Skill/Concept

Level Three – Strategic Thinking

Level Four – Extended Thinking

## 3. Are intentional

Two of the intentions a coach might have in posing a question are to:

- 1) explore thinking



- 2) specify thinking



# **PRESUPPOSITIONS**

## **NEGATIVE PRESUPPOSITIONS**

- Even Bill could get an "A" in that class.
- If you had only listened.
- My objective is more practical.
- Even an administrator should know that.

## **POSITIVE OR NEGATIVE PRESUPPOSITIONS?**

- What strategies might you consider?
- What was your objective?
- What will you plan differently next time?
- How did you decide to move toward the front of the room?
- What percentage of your students were off task?

## **POSITIVE PRESUPPOSITIONS**

- What might be some of the goals you have in mind for this class?
- How will you know you are successful?
- As you consider alternative strategies, what seems most promising?
- What might you want to be aware of in yourself as you implement this lesson?
- How has this conversation been helpful to you?

# MEDIATIVE QUESTIONS WORKSHEET

INVITATION	COGNITIVE OPERATION	TOPIC
How might . . .	predict	student work in _____
What are some . . .	recall	planning for _____
What might be some...	select	assessment results
In what ways . . .	describe	performance standards
How might you . . .	sequence	observations
What seem(s) . . .	compare	student behavior
	analyze	student misconceptions
	prioritize	lesson
	summarize	curriculum
	conclude	values/beliefs/assumptions
	generalize	teaching/learning styles
	connect	teaming
	apply	materials
	evaluate	

## EXAMPLE:

How might you (invitation)	compare (cognitive operation)	this student's work with the performance standards (topic)
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Used with permission from Lipton, L., & Wellman, B. (2006). Meditational mat. Sherman, CT: Mira Via

# POSING QUESTIONS TO SPECIFY THINKING

## CATEGORIES OF NONSPECIFIC LANGUAGE

## SPECIFY WITH

<b>Generalizations (universal quantifiers)</b>	
all, everyone, never, forever, always	Everyone? Forever? Never? Has there ever been a time?
<b>Rule Words (modal operators)</b>	
should, must, necessary, can't, have to, ought	What stops you? Who made that rule? What would happen if you did?
<b>Vague verbs (unspecified)</b>	
prepare, make, think, do, feel, know, learn	Prepared? How specifically?
<b>Vague nouns/pronouns (unspecified)</b>	
students, clients, women, they, administrators, people, parents	Which students, specifically?
<b>Comparisons (incomplete comparators)</b>	
better, larger, more profound, less useful	Better than what?

Hall, L.M., & Duval, M. (2003). *Meta-coaching: Volume II Coaching conversations for transformational change*. Clifton, CO: Neuro-Semantics Publications.

# POSING QUESTIONS TO EXPLORE THINKING

## Explore thinking by focusing

**Internally:** goals, values, beliefs, assumptions, identity

“What might be some goals you’ve selected for . . .?”

“As you are evaluating this situation, what are some of the things that make it important to you?”

“What beliefs might be connected to . . .?”

“What might be some of the assumptions you’re applying to . . .?”

“Who might you need to be in this situation?”

**Externally:** perspectives, possibilities, alternatives, options, implications

“As you consider various options, what possibilities might there be?”

“In analyzing this situation, what are some of the implications?”

“What might be some other perspectives on this issue?”

“What might be some of the alternatives you’ve generated?”

## FIVE FORMS OF FEEDBACK

A	B	C	D	E

The coach uses \_\_\_\_\_ and \_\_\_\_\_  
to enable the coachee to make his/her own  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## FIVE FORMS OF FEEDBACK

A - JUDGMENTS	B - PERSONAL OBSERVATIONS	C- INFERENCES
<p>Judgments are comments that place a value (good or bad) on something (e.g., good, fair, poor, outstanding, nice). A positive judgment may make the person feel good; however it does not support thinking. Additionally, if a person can give a positive judgment, that's an indication that s/he can also give a negative one. The anticipation of judgment (positive or negative) from another person not only works against the development of self-directedness, it also shuts down thinking.</p>	<p>Personal observations are statements that provide information from the observer that may not hold true for others (e.g., opinions, advice, suggestions, and/or observations). If the feedback holds true for the person giving it, the person becomes "other-directed" and less focused on being effective and more on the thinking and feelings of the observer. When we hear personal observations, such as "I think it would have been helpful if you had charted the directions," we tend to become defensive, rather than pensive. Our natural reaction is to defend why we did it the way we did, rather than to think about the positive outcomes of the suggestion.</p>	<p>Inferences are statements that contain vague, unclear, or non-specific language. They require that the recipient read between the lines in order to figure out the intended meaning of the observer. Instead of supporting thinking, inferences cause the recipient to wonder what is meant by the feedback. Often the observer uses vocabulary that s/he feels has implicit meaning; for the recipient to understand however, the coach needs to use explicit terminology. Knowing to what specific behavior the observer is referring gives clarity to the meaning of the feedback.</p>

### With a student regarding behavior

Your behavior was poor today.	I didn't like the choices you made.	You're going to have trouble making friends.
-------------------------------	-------------------------------------	----------------------------------------------

### With a student regarding academics

B+	I liked your use of humor.	You're becoming a stronger writer.
----	----------------------------	------------------------------------

### With a colleague

Your contributions to our team are poor.	I am disappointed that you didn't give us the rubric you promised us.	Our team isn't able to move forward because of what you left undone.
------------------------------------------	-----------------------------------------------------------------------	----------------------------------------------------------------------

### With a principal

Nice staff meeting!	I like the way you run your staff meetings.	Your staff meetings are engaging.
---------------------	---------------------------------------------	-----------------------------------

# FIVE FORMS OF FEEDBACK

D - DATA	E - MEDIATIVE QUESTIONS
<p>Data are specific, observable, measurable, and/or assessable information that allow the recipient to reflect and respond. Because data have no meaning except what we make of them, the recipient is allowed to make meaning and therefore own the feedback. When the recipient owns the feedback, the chances of it being used in the future are increased.</p> <p>Tips for sharing data:</p> <ul style="list-style-type: none"> <li>- Show, don't tell the data, when possible.</li> <li>- Use quotes.</li> <li>- Give behavioral descriptions.</li> <li>- Record the times when events occurred, when appropriate.</li> <li>- Use a repertoire of data-gathering devices (e.g., charts for classroom traffic patterns, graphs for student response patterns, lists of students for time-on-task data).</li> </ul>	<p>Mediative questions put the questioner between the person and his/her thinking. They are characterized by:</p> <ol style="list-style-type: none"> <li>1) an invitation (approachable voice, plural forms, exploratory language, positive presuppositions, non-dichotomous);</li> <li>2) a cognitive focus;</li> <li>3) an intention.</li> </ol>

## With a student regarding behavior

You hit two kids today at recess.	How do you think they felt? What other choices might you have when you are angry?
-----------------------------------	--------------------------------------------------------------------------------------

## With a student regarding academics

Each paragraph contains a topic sentence and two supporting sentences.	How did you decide when to start a new paragraph?
------------------------------------------------------------------------	---------------------------------------------------

## With a colleague

You told us you would have a rubric for our meeting, and you didn't bring one.	What might be some ways we can move forward given where we are?
--------------------------------------------------------------------------------	-----------------------------------------------------------------

## With a principal

You talked for 8 minutes. Then, you said to the staff, "Talk at your tables about how this decision might impact your work. Then, you did not say anything for 5 minutes.	How did you decide what directions to give and how long to give the students to talk?
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------



## **COGNITIVE COACHING<sup>SM</sup> CAPABILITIES**

- Know one's intentions and choose congruent behaviors.
- Set aside unproductive patterns of listening, responding, and inquiring.
- Adjust one's style preferences.
- Navigate between and within coaching maps and support functions to guide mediational interactions.

# LISTENING SET-ASIDES

- **Autobiographical**
- **Inquisitive**
- **Solution**



# THE CALIBRATING CONVERSATION

When there is an externally generated instrument/document that provides a standard for performance, the coach uses the Calibrating Conversation Map to structure the interaction. To calibrate means to establish the standard and mark the units shown on a measuring instrument. For example, in Washington, D.C at the Bureau of Weights and Measures, there is a weight that is exactly one pound, which is the standard against which all scales are calibrated. The Calibrating Conversation uses an externally generated, mutually agreed upon document to support the coachee's thinking in measuring his/her progress as reflected on the document. Examples of documents are a teaching framework, an evaluation instrument, a rubric<sup>1</sup>. Key to the Calibrating Conversation is that the document is externally generated, mutually agreed upon, and locally adopted as representing excellence in the field of endeavor. Also key is that the purpose of the calibrating conference is to support self-directed learning.

Important in this conversation is the quality of the dialogue about the standards as opposed to the standards themselves. In order for the coachee to calibrate his/her progress toward the standard, the coach must first support the coachee in making meaning of the standards. It is by allowing the coachee to make meaning through dialogue that the coach mediates the thinking of the coachee.

The document being used in the Calibrating Conversation becomes what is called a 3<sup>rd</sup> point in the communication. The third point serves as a focus separate from each of the parties in the conversation. That is, the coach is the 1<sup>st</sup> point, the coachee is the 2<sup>nd</sup> point and the document is the 3<sup>rd</sup> point. The value of designating a 3<sup>rd</sup> point is that both parties can refer to it in an impersonal way. The 3<sup>rd</sup> point does not belong to either party; it is simply a reference point for the conversation.

Within the territory of the Calibrating Conversation Map there are seven regions that the coach navigates to mediate the coachee's thinking (Figure 1). Each region has a specific purpose, designed to support the coachee in reaching objectives or goal(s) reflected by the document. The coach uses the basic tools of Cognitive Coaching<sup>SM</sup> (rapport, pausing, paraphrasing, and posing questions) to mediate the coachee's thinking.

## **Regions of the Calibrating Conversation Map**

Select a focus. In this region the coach asks the coachee to decide on what aspect of the document s/he wants to focus. This is important, given that most documents contain a great deal of information. The selected focus should be one that can be addressed in the amount of time scheduled for the conversation.

The coach might ask, “On what aspect of the document would you like to focus today?” or “What aspect of the document is of interest to you for today’s conversation?”

Identify existing placement and give supporting evidence. In this region, the coach is interested in finding out where the coachee sees him/herself on the document. The coach poses questions to specify thinking in order for the coachee to be clear about the data that supports his/her self-assessment.

The coach might ask, “Where do you see yourself currently?” and “What might be some examples of how that plays out for you?”

Specify desired placement. In this region the coach asks the coachee where s/he would like to be. This supports the coachee in establishing a goal or objective for him/herself, toward which s/he wants to move.

The coach might ask, “So at what level of competence would you like to be on this behavior?”

Explore values, beliefs, and identity congruent with desired placement. This region is designed to go to the deep structure of the coachee’s thinking to validate the importance of the desired placement. The coach is interested in raising the consciousness of the coachee about the importance of the desired placement.

The coach might ask, “What might be some of the beliefs or values motivating you to reach this level?” or “Who will you be when you reach this level?” or “What makes this important to you?”

Establish behavioral indicators for new placement. In this region the coach is interested in having the coachee envision him/herself doing what it is s/he aspires to do. The coachee should be specific in identifying what it looks, feels and sounds like to achieve the level s/he desires.

The coach might ask, “What might it look and sound like when you reach that level?” “Please describe some examples.” “By when do you want to achieve that?”

Describe support needed to get to new placement and commit to action. In this region the coach is interested in having the coachee draw on his/her resources to determine what it's going to take to reach the goal/desired placement. The coachee should identify what support s/he will need to reach the goal. This support might be in the form of strategies, materials or the support of other people. Once support is described, the coachee should state what s/he will do to implement the plan and the data collection tool(s) that might be used.

The coach might ask, "What might be some resources you will need to reach this level?" or "What might it take for you to apply these strategies?" or "What kind of help might be useful to you?" or "What is the most powerful step you might take?" or "In what format might the data be recorded?" or "What data collection tool(s) might be helpful to you?"

Reflect on the coaching process and explore refinements. This is the same region that concludes the other Cognitive Coaching<sup>SM</sup> Conversations. The coachee asks the coach to reflect on the conversation in which s/he just engaged. The intent of this region is to give the coachee the opportunity to identify what was helpful and what supported thinking.

The coachee might ask, "How has this conversation been helpful to you?" or "How has this conversation supported your thinking?" or "Where are you now in your thinking compared to where you were when we started?"

# THE CALIBRATING CONVERSATION MAP AND TOOLS

## Map

*Coach mediates by having the coachee:*

- Select a **focus**.
- Identify **existing placement** and give supporting **evidence**
- Specify **desired placement**
- Explore **values, beliefs, and identity** congruent with desired placement
- Establish **behavioral indicators** for new placement
- Describe **support needed** to get to new placement and commit to action
- Reflect on the **coaching process** and explore refinements

## Tools

*Coach navigates the map using the tools below:*

**Pause** to allow you and your partner time to think.

**Paraphrase** from time to time; summarize your partner's thoughts by saying, "So . . ."

**Pose questions to specify thinking** by asking, for example, "Specifically, which area might you want to focus on?"

**Pose questions to explore thinking** by asking, for example, "What might be some of the values that cause you to want to move to that level?"

**Pay close attention** to your partner; attend with your mind and your body.

Following is an example of the dialogue between a coach and coachee in which the coach is using the Calibrating Conversation Map.

### Calibrating Conversation Script (15 minutes)

Dialogue		Regions of the Map
Coach	Coachee	
You have the self-assessment instrument for presenters and you've had a chance to look at it and rank yourself as to where you are. There are several different areas there -- which one would you like to focus on?	Well, under communication I really wanted to focus on verbal and if we have any additional time I'd like to look at nonverbal. So my first choice is verbal communication while presenting.	Select a focus
So when you look at this, and where you placed yourself, what are some of the data you have with both frequency and proficiency?	What stands out for me is paraphrasing, in terms of I marked myself highly skilled in paraphrasing and high frequency because that's something I do deliberately and yet I'm at a level of unconscious competence -- it's just who I am. So that stood out for me. Choosing appropriate voice was another one I marked highly skilled, that I use quite frequently. I'm really conscious when I'm presenting to groups of using the approachable voice intentionally and using the credible voice intentionally with groups and also the pitch and modulation at other times.	Identify existing placement and give supporting evidence
So a couple of different things that stand out for you that you're already aware of. You have high skill and high	Yes. Then I looked at some stretches for me where I'd really like to grow. I looked at being pretty proficient in probing for specificity; however the frequency	

frequency in these, so that's going really well for you.	that I do that is another thing. I know how to do it, but I'm forgetting to do it or not doing it as frequently as I could -- as the opportunities present themselves.	
So a couple of different things that stand out for you that you're already aware of. You have high skill and high frequency in these, so that's going really well for you.	Yes. Then I looked at some stretches for me where I'd really like to grow. I looked at being pretty proficient in probing for specificity; however the frequency that I do that is another thing. I know how to do it, but I'm forgetting to do it or not doing it as frequently as I could -- as the opportunities present themselves.	
So you know you're capable of probing but you're not doing it as often as you think you might be able to.	Absolutely. And something that surprised me was I'm not confident in redirecting resistance. And so as I reflected on that I thought at first I'm pretty proficient, then I changed that to partially proficient. The reason I think I'm partially proficient is I don't have any fist-fights during my presentations (laughs) and people feel heard, yet I want to become more conscious and skillful in redirecting resistance. So I want to notice it and have skills to navigate it	
So two things: being more intentional about probing and redirecting resistance.	Yes.	Specify desired placement
At what level of competence would you like to be?	Oh, highly skilled, definitely.	
So considering things that you hold dear to you, what causes you to want to move forward in those two areas?	I hold dear the needs of participants being met and I want to move forward in those areas because I think I can serve better. When participants are given the opportunity to become more specific in their thinking, to hone and refine their thinking and their practices, that's going to serve them better. And with redirecting resistance, I hope I'm not missing anything. I want to serve participants better by noticing tensions that live in	Explore values, beliefs, and identity congruent with desired placement



	the room within individuals and the group.	
So really on both counts it comes back to the participants and having them get the most out of your presentation.	Yes.	
When you think about experiences that you've had with presenters who were really powerful in helping you get clarity so you could walk away with deeper understanding or presenters who were highly conscious of resistance, what are some of the things you noticed about them?	Well, let's take the redirecting resistance or tension. I notice Bob Garmston with redirecting resistance and what I notice is that he slows the pace. With a question that's expressing some tension, he breathes. I notice that he shows thoughtfulness, breathes and paraphrases that person. I know that he's thinking and what he's doing is intentional. Another thing I've noticed from presenters who I think are acknowledging resistance, is using the feel, felt, found pattern and I'd like to do that more readily. In fact the last time I had resistance in a workshop I didn't think about it until afterwards. I realized I could have used the pattern of feel, felt, found with that tension. Another thing I've seen presenters do and I'd want to be more mindful of, is offering a polarity paraphrase. It helps relieve the tensions and helps people expand their perspective. So I would love to have those things come up right in the moment when I'm feeling that tension -- being so skillful that they come to mind and I go right into them.	Establish behavioral indicators for new placement.
So you want it to come very naturally like the paraphrasing does. So for you a real deeply held belief is that it's the presenter's responsibility to be aware of those things and do something about it.	Definitely, absolutely. It's the presenter who is there to support learning and help people to know that tensions are a part of learning and any those tensions are part of teaching so being more adept at that is something I really seek.	

So an ideal place for you is being fully present, fully conscious, not only with content, but with presentation skills.	Absolutely. You bring up the presentation processes and the content and I think keeping an eye on both in terms of navigating tensions is important. Thank you for framing it in that way.	
What might be some people or strategies that would help you get from awareness to the unconscious competence level? What might be some supports that you will draw upon to move to that level in this area?	I definitely want to read more deeply in the Presenter's Fieldbook and add those strategies. What I do is put them on 3x5 cards so they're living in the room with me. And I'll scan for opportunities to actually practice using them. That's one thing that I can do. Another is actually observe other presenters who I know are proficient or highly skilled at acknowledging or navigating resistance. That's another thing I'd love to do. Also, acknowledging what I'm already doing around that so that I have baseline data. I know that I get through presentations and people generally have good feelings about it. And I know that I'm a good listener, so there are some things that I'm doing that I'm probably not really aware of, and so really paying attention next time I present in terms of what is it that I already do to help people navigate tensions.	Describe support needed to get to new placement and commit to action
So really three big things: using a strategy that's worked for you which is to have some 3x5 cards as reminders of what you're working on; to observe others with that particular lens of how they manage that; and	Yes	

then to rely upon the things you know you're doing well and incorporating those into this resistance piece.		
So we've had an opportunity to chat about this. When you think about where you were when you marked this and where you are now, what are some things that have happened for you as a result of our time together?	Actually I've really appreciated the experience of thinking about this in terms of what does it look like when it's being done. So having an opportunity to say there are some behaviors that match these labels and to become more specific in terms of what will I do and what will I be looking for. Also to say aloud what you've been thinking internally is just great. I feel supported in this conversation by just being able to speak it and to talk about it openly also helps me to commit personally to doing something about these areas of growth for myself.	Reflect on the coaching process and explore refinements
So a combination of the reflection getting more specific about what it looks like and just having a chance to make your thinking more visible.	It's also experiencing what's possible in a presentation for me. Working with this self-assessment has brought back to mind all of the nuances that go into doing a presentation that really supports learners. So having this talk has really reminded me and expanded the possibility of growth for me and growth for my participants.	

Although the Calibrating Conversation is grounded in the Cognitive Coaching<sup>SM</sup> support function, it can also be used in each of the other support functions.

The Calibrating Conversation can be used in the *collaborating* support function when the intention is that the two people involved share data to develop mutual understanding/meaning. In such a conversation it is important that both parties contribute to the conversation in a balanced way.

The Calibrating Conversation can be used in the *consulting* support function when the coach has expertise about the standard. In this case, the coach would be providing information to explain aspects of the document with the intention to increase understanding of the document.

The Calibrating Conversation can be used in the *evaluating* support function for self-assessment. Before the conversation, the evaluator might ask the person to complete the evaluation document and the evaluator would also complete the document. The focus of the conversation would then be on comparing the two assessments and understanding each person's point of view.

<sup>1</sup>Examples of such documents are: Charlotte Danielson's Teaching Framework, National Board for Teacher Certification Standards, Teach for America Standards, Interstate School Leaders Licensure Consortium (ISLLC) Standards, Council for Exceptional Children Common Core Standards, Pathwise (ETS) Assessment Criteria, Interstate Teacher Assessment and Support Consortium Standards

# Support Functions Learning Partners

## Coaching



## Collaborating

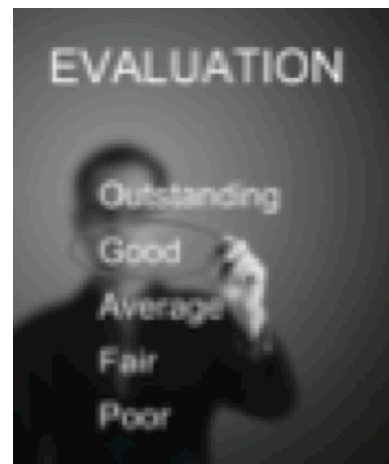


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## Consulting



## Evaluating



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